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GEORGIA RICE,
Superintendent,
Office of Public Instruction

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Dear Parent:

The ability to read and understand what is read is a key to educational success. You can prepare your child for learning to read by using the wealth of inexpensive materials in your home and by doing some simple activities together. This booklet suggests many ways to use common experiences as pre-reading opportunities; it contains sections on sensing, experiencing, talking, playing, feeling, and reading activities.

Choose ideas that appeal to you and your child. Children have different interests and learning rates, so move at the pace you both find natural and comfortable. Your positive attitude toward reading tells your child that reading is for fun, as well as for learning. It is our earnest hope that you and your youngsters will enjoy these experiences.

Best wishes to you and your child.

STATE TASK FORCE ON READING
Office of Public Instruction
Georgia Rice, Superintendent

Sensing

. . . experiencing our world by seeing, hearing, touching, tasting, and smelling. All of these help us interpret the world around us.

SEEING is an important part of learning. Children learn to interpret and reproduce the world around them by using their eyes.

KIM GAME: Gather household items such as a pencil, a safety pin, a ribbon, a wooden spoon. Show the objects to the child for one minute; then cover the objects and ask the child to name them. At first, the child may be able to name only one item. Variation: remove one object, show the items again, and ask what was removed.

COMBOS: Collect pictures of items that belong together. The child can then match those that belong together. Knife-fork-spoon. . .tables-chairs. . .cars-tires. . .toys-children. . .coats-cold weather. Anything that can reasonably be associated is acceptable.

WALKING & TALKING: After a walk, ask the child questions such as: Where did we walk? About how long were we gone? Name four things you saw. What was your favorite part of the walk? Why did you like it?

WINDOWS: Have your child stand at the window and describe the scene. Starter questions might include: Name five objects you see. If there are people, what are they doing? Are there any clouds? How do shadows help you decide what time of day it is? What time of year is it, and what are the clues that show you? Look for tree color, clouds, type of people's clothing.

SIGNS, SIGNS, EVERYWHERE SIGNS: Read street signs while you are driving. Describe the shapes of common signs such as STOP, GO, YIELD and CAUTION.

ODD ONE OUT: Encourage the child to find different things—a pink flower among red ones; a triangle in a group of squares. Then ask how the things are different and how they are alike. You could start with family pets such as cat and dog. A word of caution: likenesses seem harder for children to describe.

PATTERNS: Make a pattern of beads, buttons, or blocks. Let the child look for a few seconds and then try to repeat the pattern.

SHAPES: Cut out paper circles, squares, triangles and other shapes of different sizes and colors. Have the child. . .sort by color, shape, size. . . copy a pattern you've arranged using different colors for each symbol. . .do memory games using patterns. . .have the child make a pattern for you to duplicate. . .find things around the house with similar shapes such as a ball (circle) or a book (rectangle).

TALKING PICTURES: Glue magazine pictures on old cards or pieces of cardboard. Have the child group by beginning sounds—lake, lady, lamp. . .or by rhyming sounds—cake, lake or boy, toy.

PUZZLES: To make a puzzle, paste a picture on heavy cardboard and cut with a utility knife into irregularly shaped pieces.

COLOR COVERS: Have the child cut out parts of pictures or particular colors. When enough is gathered, these pieces can be glued on old boxes to hold special things or put gifts in. All red, green, or blue. . .all hair, eyes, or cats.

MAGAZINE OR CATALOG PICTURES: Have your child:

Look at a picture of an object and describe its appearance and use.

Describe a picture or an object after you have covered it.

Observe a row of pictures and after the pictures are removed, name the pictures in their proper order. Cartoons are good for this activity.

Match pairs that go together: knife with fork, table with chair, snow with warm coat.

Cut out pictures of similar things—kinds of dogs, kinds of hats, kinds of houses.

Find specific things in magazines: things with wheels, things we wear, things we eat.

Identify the picture which you have described in a riddle. You might say, "I'm thinking of something that is very large, brown and made of wood."

Use flash cards which you have made from magazine pictures. Group by beginning sounds such as lake, lady lamp. Also group by rhyming sounds like cake, lake and boy, toy.

COMMERCIAL MATERIALS:

Dot to Dot books using the alphabet or numbers can be purchased from variety or grocery stores.

Locate hidden objects in large pictures. Sources include *Humpty Dumpty, Highlights for Children,* and *Children's Digest.*

HEARING involves the ability to understand the spoken word. Children associate what they hear with what they already know and attach meaning to it.

BLEEP: A description is given. The child tries to guess the object.

. . ."Bleep" that you wear when it is cold. Its name begins like the word "jump." (jacket)

. . ."Bleep" that you put in a lock to open a door. Its name begins like the word "kitten." (key)

EARS ONLY: Have the child close both eyes. Make familiar sounds. The child then tries to identify the sounds. Spoon taps on glass. . .clapping hands. . .crumpling paper. . .drumming fingers. If you have a tape recorder, tape such sounds as the electric mixer, a faucet running, clock ticking, alarm clock ringing, or familiar voices—talking, laughing, crying.

WHAT AM I?: Take turns imitating the sounds of various animals—cow, horse, bird, cat, dog, pig, monkey, tiger, mouse.

WALKING & LISTENING: During a walk, have the child identify specific sounds with your help—cars, sirens, birds, animals, car radios, people talking, children playing, wind in the trees.

LISTENING SPOT: Sit together quietly and help the child identify specific sounds—wind in the trees, dogs barking, trucks on the highway.

SOFT OR LOUD? Compare two sounds as to which is louder or softer. Use the bang of a hammer and a light tap, a normal tone of voice and a whisper.

WHAT SOUND? Ask the child to make a particular sound. What sound do you make when you sneeze? What sound do you make when you hurt yourself? What sound do you make to tell a horse to stop? What sound does an airplane make?

FOLLOW ME: Tap the table a number of times. Tell the child to listen, and give the number of taps, and then imitate the taps. Begin with simple beats, later make the game harder by doing patterns such as 3 fast and 3 slow beats.

WHICH ONE? Name 3 objects—ball, shoe, car. Ask the child, "Which one do you wear? Car, telephone, apple—which one rings? Ball, flower, blanket—which one keeps you warm?

PHONE CALL: Act out a telephone conversation such as calling in an order to a store; calling an office for information; calling the president to complain; calling grandparents, the fire department, a doctor's office and a police department.

SING AND SAY: Sing and say simple songs and nursery rhymes, repeating them over and over until the child can join in. Books of rhymes and songs can be found in libraries.

WHO SAYS? Give simple instructions starting with "Simon" or "Sally says. . ." The child should obey directions only if the order begins with "Simon" or "Sally says."

REPEAT AFTER ME: Give a short series of letters, numbers or words. The child repeats them. Start with only two or three. C, P, R or 6, 3, 5 or girl, lion, work.

RELATIVES: Decide how things are alike—pears, apples, oranges—fruits; day, year, month—all related to time; bus, train, car—all forms of transportation; glass, cup, straw—all used for drinking.

TONGUE TWISTERS: The sixth sheik's sixth sheep's sick. Peggy Babcock. Some shun sunshine. Rubber baby buggy bumpers. Toy boat.

TRIP GAME: The first player says, "I'm going on a trip and I'm taking shoes." Each person repeats what has been said and adds another item to the list. A variation is to have items follow the alphabet—apple, book, coat etc.

CROWS AND CRANES: Played with 3 or more people to make two teams and a caller. One side is "Crows" and the other "Cranes." They stand a few feet apart, the caller in between and to one side. The caller says words starting with "Cr—" such as cradle, cribbage, crumbs, crafty, crack. . .when one of the team names is called, the team named chases the other team, trying to tag as many as possible. Tagged people go to the tagging team until all players are on one team or the other.

LISTENING FOR PAIRS: Name 3 objects, such as ball, cow, bat; ask the child which two are alike. Shoes, bells, socks—bread, butter, coat—barn, cattle, zippers.

RIDDLE ME REE: Play riddle games. What do cats like to chase? What has four legs, but cannot walk? What animal likes to travel because it has a trunk?

TWO NOTES: Compare two notes on a piano or other musical instrument, asking which one was higher or lower. Play two tones and ask if they are the same or different. Let the child play the notes for you to compare. Sing the tones, ask the child to sing them as well.

COMMERCIAL MATERIALS:

Many libraries have stories and songs for children on records and tapes that may be checked out. Books of songs can help with ideas for simple singing games.

TOUCHING helps children make new discoveries every day of their lives. Being exposed to different elements and sensations through touch, the child is able to better perceive the environment.

FEELIES: Put a collection of small, non-sharp objects in a sock. Have the child put a hand inside and identify the objects by feeling. Some items that can be used include paper clip, toy animal, marble, shell, nuts, stone, rubber band, doll's shoe, penny, eraser or bead.

SURFACES: Collect scraps of textured materials—burlap, felt, wire screen, velvet, wool, corduroy, vinyl, leather, bark. The child can sort the scraps according to softness or hardness, roughness or smoothness, or stiffness or flexibility.

TOUCH ONLY: Take turns being blindfolded. The blindfolded person is given an object to identify—toy, peanut, marble, bracelet, book, sock or dish.

IT'S IN THE BAG: Fill a paper sack with objects that are round (orange or ball), square (box or blocks), rectangular (card deck, books), and cylindrical (soup cans or toilet paper roll centers). Child reaches in, and without looking, withdraws an object you have described by shape.

VISIONS IN THE AIR: Draw a shape in the air. Have the child identify the shape—square, oval, rectangle, triangle or circle.

BACK DRAWING: Outline a shape with your finger on a child's back. The child identifies the shape. Take turns.

HOT AND COLD: Talk with the child about temperature differences—hot stove, cold ice. What happens when you touch a stove? What would your belly feel like if I put an ice cube on it?

WHAT'S IT TO YOU? Take the opportunity when walking or playing outside to notice and talk about the wetness of water, the heat of the sidewalk, the dampness of spray, the coolness of mud, the hardness of concrete, the softness of earth, the sliminess of moss.

TRACES: Ask the child to trace objects a number of times and then to reproduce the same shape with a pencil or crayon. Use circles, squares, triangles, letters of the alphabet, simple outline shapes of cars, houses or animals.

WHAT IF: Talk with the child about what happens when—the sun goes behind a cloud (air gets chilly, may wish to put on a sweater, there are no shadows)—temperature drops to freezing (warmer clothes, frost on windows and grass, air feels cold in your throat, need to wear mittens, you can see your breath)— your skin has been in the sun too long (freckles, sunburn, tan, skin feels hot and dry, eyes see spots).

COMMERCIAL MATERIALS:

Books with flocked or feeling pictures; many-textured stuffed toys and balls; puzzles with details that are whole shapes, e.g. animals, trees, cars.

TASTING AND SMELLING are related to our feelings of that which is pleasant or unpleasant. Positive and negative attitudes are created through these senses.

MOUTH ONLY: Take turns while blindfolded tasting common foods. Identify them and describe them—catsup, mustard, syrup, soda pop, butter, salt, jam, peanut butter. Try tasting while holding the nose shut—identification is harder!

FOOD WORDS: Make 7 cm x 12 cm (3" x 5") cards with these words: bitter, sour, bubbly, yummy, yucky, sweet, salty. A simple face with an appropriate expression can be added to help the child remember the word. Foods from the refrigerator and cabinets can then be matched with these cards.

COOKS IN THE KITCHEN: While preparing food, give tastes and smells of the different ingredients to the child, talking about them—the sweetness of a cookie, the bitterness of vanilla flavoring, the spiciness of cinnamon.

WALKING NOSES: During walks, discuss the different smells. Autumn—leaves burning, wet ground and leaves. Winter—fireplace smoke, lack of smell because of cold and snow. Spring—new growth on plants, grass clippings, flower perfumes.Summer—new-mown hay, barbeques, suntan lotion, perspiration. City smells—bakeries, sawmills, restaurants, cosmetic counters.

HOLIDAYS: Talk about the tastes and smells of holidays—the difference between peppermints at Christmas and hard-boiled Easter eggs—bayberry candles at Christmas and apple cider heating at Halloween.

Experiencing

. . .Living is not a "spectator sport." Children must take an active part in life around them.

THINKING helps a child participate effectively in the world.

COOK: Let the child fix small meals. Breakfast toast, fruit or juice. Lunch of beverage and sandwich. This also could involve setting the table.

SHARE THE LOAD: Give the child specific chores as a contributing member of the family. In turn, the child takes part in family decisions to the best of his/her ability.

COMPANY: The child shares in greeting and serving guests, and begins to use basic conversational skills.

DECORATIONS: Have your child make decorations for a party or holiday, giving one decoration to each guest to take home.

EXPLORING develops thinking and independent problem-solving skills.

SILVER LININGS: Use home accidents as learning situations. For example, what do you do when milk is spilled? How do you clean it up? What do you do when you smell smoke or see it? How do you get help using the phone?

IMAGINE: Make up realistic stories and allow children to tell what they would do. Discuss alternatives. Stories could be about a parent and a child becoming separated in a store. . .child gets sick at school and parents aren't at home. . .stranger comes to the door when parents aren't home. . .something catches fire on the stove.

I CAN: Acknowledge children's abilities to plan and carry out constructive activities of their own.

MY GAME: Child explains step by step process for playing a game or using a toy to a parent or playmate.

WHAT IF: Help children imagine and describe dangerous situations such as—what if you threw toys in the house? What if you climbed too high in a tree? What if you ran into the street full of traffic?

WHAT'S HAPPENING: Show the child pictures of youngsters in various situations and surroundings. Ask for suppositions of what the children are doing, where, when and why. A picture of a girl in a snow suit with skiis and poles. Ask: What time of year is it? What is this person doing? How do you know she's not sledding? Is she having a good time?

LET'S PRETEND: Pretend to be different people at work or play. What do they say to each other? What do they wear? What are they doing? Why are they doing this? Where are they?

WORK TOYS: Select toys that help imitate work situations. Lawn mower, truck, broom, dishes, adding machine or small calculator, typewriter, garden tools. Be aware of stereotyping roles for the children. Encourage full exploration of all such toys/tools.

INTERVIEWS: The child imitates someone working or playing. Parent becomes television interviewer and asks various questions about the person the child is imitating.

CHARADES: Children and parents act out various activities in pantomime, while other family members and friends try to guess what is being done or imitated.

TELEVISION can be used to develop observational skills.

HIGHLIGHTS: Identify the most exciting episode in a program just viewed.

LOCAL SPOTLIGHT: Make up a Mr. Rogers or Sesame Street or Captain Kangaroo show for the neighborhood. Serve refreshments afterward.

FAVORITES: Discuss why a particular character is a child's favorite.

WHOSE NEWS? Identify to the child two newscasters and the time news is broadcast each evening.

VIOLENCE: Point out to the child why a program with violence isn't the way people solve problems the best. Ask: "How would you feel if that happened to you?"

LISTENING AND FOLLOWING DIRECTIONS helps a child interact successfully.

RHYMES: Parents read short poems, nursery rhymes, catchy rhymes and short songs or refrains.

LEADER: Parent and child take turns being Leader by giving a series of short and simple, two or three step directions. "Clap your hands, march to the door, and turn around."

ERRANDS: Parents send the child on little errands such as: get five potatoes--bring the spoons, forks and napkins—put the *Time* magazines in the basket.

NOW WHAT? Have children answer questions which require more than a one word answer after listening to a story or poem. Why did it happen? What would YOU do if. . .? How do you know?

MANNERS: Parent consistently uses "polite" words and phrases: please—thank you—beg your pardon--you're welcome— pardon me?—excuse me. Children's use of polite expressions creates an approving attitude in others.

Talking

. . .Knowledge and understanding of words can help pave the way for reading success. Writing is "talk written down."

WHO GOES THERE? A child should know his/her name, age, parent's name, address. This is important in case the child becomes lost or is faced with an emergency.

COMPLETE SENTENCES: The child should be encouraged to answer in complete sentences.

Q. Where did you go this afternoon?

A. I went to the park with JoAnn and we watched some kids play baseball.

NOT

A. To the park.

WHAT WAS THAT? Ask questions that the child must answer with more than one word. These kinds of questions may be asked any time—after a television program or a walk, after a story or poem has been read. "Why did this happen?" "What would you do if. . .?" "How do you know?"

JUMP: Parents need to emphasize the importance of obeying commands and signals which are about personal safety. Particular orders can be discussed to prepare for possible emergencies. Stop! Run! Come here! No. Yes.

NAMES: The child should learn people's names, both first and last, and address adults with Miss, Ms., Mrs., Dr., Mr.

TELEPHONE MANNERS: Teach the child to answer the phone properly: "Brown residence. This is Cheryl speaking."

VARIETY: Use different names for the same item when possible; such as, cereal, oatmeal, breakfast food, porridge—T-shirt, striped shirt, red and blue shirt, smock, undershirt—chair, rocker, rocking chair, Father's chair, antique.

SHOPPING: Name items as you put them on a list before going shopping. The child then names items selected while shopping and you can then talk about how they can be used.

C & C: Compare and contrast temperature, size, quality, time or quantity—colder,bigger, better, best, later, more, most or the same as.

PLACES EVERYONE: When giving directions use words such as: down, up, over, under, above, below, around, behind, through, first, last, middle, in, out.

CELEBRATE! During special times, make a word chart for the child. Use words associated with the season—solstice, nativity, pumpkin.

NEW WORDS: Introduce new words within everyday experiences. For example, a rock is brought to you by the child. You could say, "Thank you. This is an **interesting** rock. It makes me think and **wonder** about it. It is almost **round,** isn't it?" Talking with the child, using new words, will make new words increasingly familiar to the child.

SOMETHING OLD, SOMETHING NEW: Relate to words already known and understood when introducing new ones. Use the new word in conversation with the child. "Milk is a **liquid.** A **liquid** is something you can pour. Water is a **liquid**, too." Repeat and enlarge on this until the child can use the word naturally and correctly in conversation. "Is lemonade a liquid?"

I'M THINKING OF SOMETHING: This conversational game may be played in conjunction with the parent's activities: "I'm thinking of something here in the kitchen. It's on the table. It is shiny. It is made of metal. I mix food in it. . .Yes, it IS a bowl."

FEELING helps the child build a positive self-image. The way children think and feel about themselves is important. Children who do not like themselves suffer educationally. Those without self-confidence give up.

RESPECT: Give the child the same respect and attention that you would expect to receive from him/her. Answer questions and requests politely. Respond with comments, questions, plans, advice. Rephrase for feedback.

ACCEPTANCE: Accept the child's natural rate of development without criticism or comparison. Everyone does the best they can most of the time.

PRAISE: Be as quick to praise as to find fault—find the child's small achievements and compliment specifically. "You made your bed this morning. That makes me happy." Don't add that you wish the child did so EVERY morning or that the covers were a little awry.

I HEAR YOU: Accept accusations and expressions of hate and agression as short-lived when the child cannot cope with frustrating events. Show acceptance by restating and rephrasing what the child has said. This does NOT show your agreement with what the child has done or said, only that you hear and notice.

ANTICIPATION: Anticipate some of your child's feelings and fears by talking and preparing for them. Dramatizing or role-playing may help in such situations as a grandmother's coming to visit; a trip to a hospital; a shopping trip; being lost in a store; a birthday party; or an argument with a playmate.

SECURITY: Provide a sense of security for the child by **practicing** consistent, firm and reasonable discipline. Remember the child's need for order and routine. Keep promises made to the child by avoiding promises that can't or won't be kept. Avoid scolding, nagging, demanding. Remember the word is "practice" not perfection.

FAMILY: Emphasize a sense of the family working together. Consider the child a full person, regardless of size or age. Encourage mutual acceptance in the discussion of problems. Enjoy each other. Work together.

STATUES: Help make words more meaningful by acting them out. Play the old game "Statues." Show anger, happiness, sorrow, fear, sadness, disgust, pride, delight, surprise and affection.

RED FLAGS: Help your child accept that people sometimes have angry thoughts and feelings, are disappointed and discouraged, and have a need to express themselves. The example of the parents is very important.

THINKING TIME: Allow the child time to think about a statement and its meaning before requiring the child to answer. Take time to think before reacting to what the child has said or done.

MORE THAN WORDS: Discuss with your child the ways people communicate with each other in addition to words. Point out voice tones, pitch, gestures, volume and facial expressions. For example, "When your voice gets whiney, I know you must be tired."

Playing

"Play is the work of children." Physical games teach coordination, self-confidence and a sense of fair play.

MOVE in different ways. Hop, skip, jump, run, throw and catch.

DO AS I DO: The child imitates your movements. You can take turns following each other. Imitate animals: "Show me how you would fly if you were a bird. Now, hop like a bunny. Can you waddle like a duck?"

WALK THE LINE: Using the seams on a tile floor or a strip of tape on the floor, have the child practice walking a straight line, putting one foot directly in front of the other. Later, practice walking the line backward and sideways; and still later try other movements, such as hopping and skipping or tiptoeing.

RIGHT AND LEFT: Watch for chances to point out that the spoon is in the right hand, that the left arm is being washed, or that you are tying the right shoe. Give directions: "Hop twice on your right foot." A ribbon tied around the right wrist helps in practice sessions. Have the family shoes sorted into rights and lefts.

MONKEY SEE, MONKEY DO: Have the child imitate your movements or follow your commands. "Stretch your arms way up high and walk on your tiptoes." "Crawl under the table." "Walk like a spider." "Touch your right hip." "Use your left hand to touch your forehead." This teaches parts of the body and coordination.

BALANCING ACT: Have the child practice balancing on one foot; on one hand and one knee and in other positions. Later, try these with the eyes closed.

ACROBATICS: Teach forward and backward somersaults. Jump with the child including up and down, over small objects, broad jumps and jumping rope.

PLAY BALL: Roll a large rubber or plastic ball to the child to catch. Bounce it to the child. Throw it underhand from a short distance. When the youngster can catch the large ball, begin using a smaller ball or a beanbag. Have the child roll the ball, bounce it, and then throw it with an underhand toss. See how close the child can come to a large target, such as a basket or cardboard box. When this can be done well, begin overhand throwing.

TIRING WORK: Make use of old tires placed flat on the ground. Activities include: walking around the rims, stepping or jumping in and out, jumping from tire to tire, skipping or running around the tires in a pattern.

DANCE TO THE MUSIC: Encourage or better yet, participate in spontaneous dancing to records, radio or television.

FASTENATING: Help the child learn to dress, using zippers, snaps, button, buttonholes, shoe laces and buckles.

NUTS AND BOLTS: Provide different sizes of nuts and bolts for sorting and screwing together.

OPEN & SHUT CASE: Collect small boxes, jars and other containers for your child to practice opening and closing.

ARTS & CRAFTS: Provide materials such as crayons, blunt scissors and clay. Be sure to let children use THEIR imaginations. Give praise for work without setting standards for the child to meet. Plan for large brush painting or fingerpainting, setting up an area that can be easily cleaned up afterward with the youngster's help.

COMMERCIAL MATERIALS:

Choose toys that encourage the use of hands; tinker toys, blocks, pop beads, large beads for stringing, puzzles, wind-up toys, leggos.

WRITING: Help your child to learn to write ONLY if an interest is shown. The following chart provides a guide to standard writing procedures. Before children start to school, many show an interest in writing letters, numbers or their names. In trying to copy these, they sometimes develop bad writing habits that cause problems later in the classroom.

In using the guide, have your child:

first, **say** the name of the letter or number
second, **trace** it, following the order and direction shown by the numbered arrows
third, **write** it on lined paper.

You may want to color the top, middle and bottom lines different colors.

Please remember that not all children will be ready to learn to write before starting school. Let your own child be the guide.

Reading

. . .Children usually learn to read more easily when they know and enjoy books and stories before they start to school.

READ aloud regularly from infancy on. Read daily for your information and pleasure. Your child will see that you value life-time learning and reading.

STORYTIME: Set aside at least fifteen minutes at about the same time every evening to read aloud to your child; make it a pleasurable experience. Read with expression and obvious enjoyment. Involve the child in turning the pages, repeating a phrase that reoccurs, or supplying or changing an ending. Explain the meaning of unfamiliar words.

YOU TELL ME! Read a new story over several evenings; ask your child to retell it on a later evening, helping the child keep the events in the order in which they occurred.

CHOICES: Highlight the reading time frequently with a book of the child's choice. Be prepared to reread favorites over and over and over.

PICTURES: Encourage the child to point out how the pictures illustrate the meaning of the story.

OLDIES BUT GOODIES: Encourage older brothers and sisters to read their favorite stories. Both age groups will benefit.

TELL nursery rhymes, old favorite tales and stories you make up yourself or with your child.

RHYTHM & RHYME: Tap out the rhythm of a song or nursery rhyme with your child. Sing together.

START TO FINISH: Make up the first sentence of a story, have the child invent the second, and then continue to alternate in building the story. Leave spaces for the child to fill in: "Once upon a time there was a very small _____ who lived in a very big _____."

LEADING ROLE: Alter or invent stories in which your child is the main character.

COMMERCIAL MATERIALS: Taped books or records can be found in libraries and stores. Enjoy these while you and the child follow the words in the book and turn the pages at the appropriate time.

CHOOSE good literature with assistance from personnel in the public library or school.

LIBRARY DAY: Take your child to the "Easy Book" section of the library to help you select books every week. Try to provide variety such as ABC, counting, Mother Goose, adventure, family stories, animal stories, how-to-do-it and other information books.

NEW AUTHOR: Introduce a new author each week. Include contemporary writers such as Marcia Brown, Burmingham, Coony, Keats Steptoe, Duvoisin, Hoban, Garten, Lionni, Piatti, Fisher, Cohen, Wildsmith, Jeffers and many others.

PICTURE BOOKS: Obtain a variety of illustrated books including Caldecott winners. Compare illustrations of two books on the same subject, such as seasons, family activities, foreign land settings, pets. Which pictures did your child especially like and why?

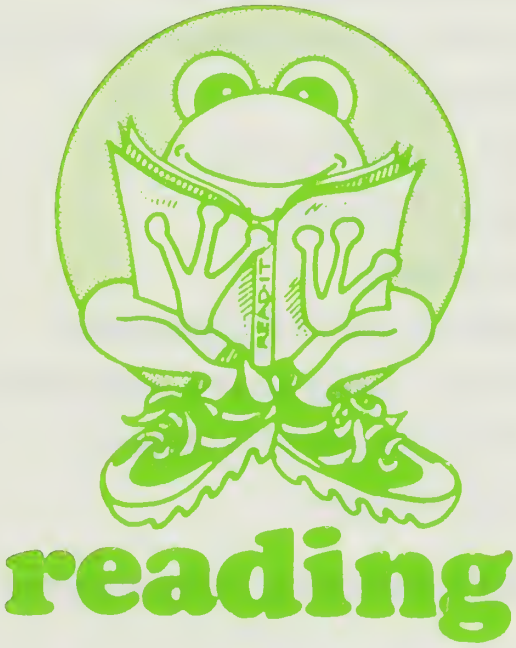
HELP WANTED: Request lists of books and materials from the librarian so that you know what is current and good quality. Indicate the interests and age level of your child so books, records, tapes, filmstrips, and paperbacks stimulate your child's imagination.

RESEARCH: Let the child compare two or three books on the same subject. Encourage conversations about these books. How are they alike? How are they different?

GIFTS: Urge relatives to give books or magazine subscriptions for birthday or Christmas gifts. Ask the librarian to show you magazines which might stir interest such as *Highlights, Jack and Jill* and *Ranger Rick*.

SHOPPING: Take children to the bookstore to choose paperbacks for themselves, their siblings or friends.

EASY READING: Place books and magazines throughout the house—bedrooms, bathrooms, kitchen, family room—so they are easily accessible and enticing at all times.



Help your child SHOW PRIDE in ability and accomplishment.

Allow your child time and freedom to develop individual abilities, talents and strengths independently through:

- Discovering new ways of doing things
- Observing, investigating and questioning to gain knowledge of actions and their consequences
- Planning and experimenting with new ways of thinking and acting
- Setting standards for behavior and accomplishments
- Learning to think ahead and make choices based on probable results
- Adopting more mature ways of behavior.

Acknowledge and praise when the child:

- Uses good judgment and makes wise choices
- Sets limits of behavior for self
- Cooperates with both peers and authority
- Listens attentively
- Helps, shares, waits for turn
- Accepts responsibilities
- Acts independently
- Exhibits social poise and acceptance
- Accepts changes, failures and postponements calmly
- Practices initiative and self-reliance
- Thinks things through

Accept your child's increasing independence and self-realization.

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